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ABSTRACT

The New Haven public schools affirmative action report contains statements of purpose, policy, and responsibility in conjunction with a plan of action to ensure that job applicants and employees receive fair consideration without regard to their race, color, religion, sex, or national origin. The goals and timetables established will rectify underutilization of minorities, and women and will be subject to periodic evaluation. (Author/DW)

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NEW HAVEN PUBLIC SCHOOLS

ADMINISTRATIVE OFFICES
HALL OF RECORDS • 200 ORANGE STREET • NEW HAVEN, CONN.

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Superintendent George A. Barbarito and Members of the Board of Education:

The committee hereby transmits a revised Affirmative Action Plan for the New Haven Board of Education's approval. While it is similar in many ways to the previous draft, certain significant changes have been incorporated. The guidebook for employers, Affirmative Action and Equal Employment, volumes I and II, from the United States Equal Employment Opportunity Commission was used as a guide by the committee in its revision.

The statistical data on labor market areas are the most current figures available from the Connecticut State Labor Department. The parity percentages call for an overall minority work force of 22% of which blacks will represent 18.8%, Spanish-Surnamed Americans 2.7% and other minority .5% (see Goals and Timetables for a detailed breakdown by sex and race).

The committee feels that the Affirmative Action Plan attached and its design for implementation is in compliance with and goes beyond the letter of equal employment opportunity laws to develop programs to end discrimination and to increase job opportunities for minorities and women.

Affirmative Action Plan Committee
Kenneth R. Redmond, Chairman

Attachement:

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THE NEW HAVEN DEPARTMENT OF EDUCATION

AFFIRMATIVE ACTION PLAN

1974

TABLE OF CONTENTS

I. PURPOSE AND POLICY

- A. Introduction
- B. Affirmative Action Program Preface
- C. Equal Employment Opportunity Policy
- D. Equal Employment Progress

II. RESPONSIBILITY

- A. Board of Education
- B. Superintendent
- C. Executive Assistant to the Superintendent
- D. Assistant Superintendents and Staff Engineer
- E. Director of Personnel

III. PLAN OF ACTION

- A. Prologue
- B. Steps To Be Taken

IV. UTILIZATION AND WORK FORCE ANALYSES

- A. Utilization Analyses
- B. Job Classifications
- C. Work Force Profile

V. GOALS AND TIMETABLES

- A. Prologue
- B. Goals and Intermediate Targets for Minority Groups
- C. Goals and Intermediate Targets for Women
- D. Danfort Manual on EEO

VI. PROGRAMS TO ATTAIN GOALS

- A. Prologue
- B. Recruiting
- C. External Reporting
- D. Internal Reporting System

VII. APPENDIX A

VIII. EXHIBITS (Intermediate Targets and Goals)

I. PURPOSE AND POLICY

NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT

25 November 1974

To: George A. Barbarito, Superintendent
Members of the Board of Education

From: Affirmative Action Plan Committee

Subject: Affirmative Action Plan Report

INTRODUCTION

The Board of Education, at its meeting on 24 September 1973, authorized the appointment of a nine-member affirmative action committee. Kenneth R. Redmond, Chairman, Ralph M. Goglia, Secretary, Dr. Jessie Bradley, Carol Berrios, Frank Carrano, Ernest J. Cassella, Dr. Barry Herman (replaced by Yale Chussil), Theodore F. Hogan, Jr., and Peter A. Persano. The charge given to the committee was as follows:

> The Committee's first task will be that of developing an Affirmative Action Plan to insure that all applicants receive fair consideration for employment, and that employees are treated fairly during employment without regard to their race, color, religion, sex or national origin. Such affirmative action will apply, but not be limited to employment, upgrading, transfer, recruitment, layoff, termination, rates of pay and selection for training. It shall be the policy of the Board and the role of the Committee to spell out and implement a process of recruitment for and appointment to the work force so that assignments made will include qualified minority group candidates who have been identified, sought out and encouraged to apply.
>
> The Committee will study employment data and will develop immediate and long-range goals for the employment of personnel. Specific goals for each area of employment will be established. These goals should be accepted by the Superintendent and the Board of Education.

AFFIRMATIVE ACTION PROGRAM

PREFACE

While the primary charge of the Affirmative Action Committee of the Board of Education is to establish guidelines and goals for hiring personnel from underutilized groups, obvisously of overriding concern is the education of children in the New Haven Public Schools. In the hiring of new staff, therefore, the committee feels strongly that the highest qualifications should be maintained, Affirmative action should never be interpreted as requiring the hiring of underqualified personnel, or as denying the opportunity for employment to any applicant, regardless of race or sex. What it does require is priority emphasis on the hiring of qualified persons from underutilized groups. As long as we follow these principles, affirmative action will not be a threat to the quality of the public schools, but a positive boon.

II. RESPONSIBILITY

POLICY

It is the employment policy of the New Haven Board of Education that no discrimation on the grounds of race, color, religion, sex, age or national origin will exist in any area of the New Haven Public Schools. The Board policy includes (but is not limited to) the requirements of all Federal and State Laws and Executive Orders thereto, including the Civil Rights Act of 1964, the Presidential Executive Order 11246 (1965), the Equal Employment Act of 1972 and the Connecticut FAir Employment Practices Act. The Board's Affirmative Action Plan takes into consideration the nondiscriminatory aspect of the Laws and Executive Orders. It also recognizes the importance of taking affirmative action to seek out qualified applicants for employment from underrepresented groups. This policy will be implemented throughout the system and is the responsibility of all organizational units and personnel.

The New Haven Public Schools shall establish priorities, goals and objectives to increase the use of minorities and women in all levels and all segments of the work force. These priorities, goals and objectives will be coordinated with the affirmative action efforts of the City, especially where applicants and employees are certified for appointment or promotion by the City's civil service procedure.

EQUAL EMPLOYMENT PROGRESS

The New Haven Public School System has been active in the area of affirmative action for many years. As early as 1964, the New Haven Board of Education stated that there was racial imbalance in the assignment of teachers and listed twenty-four schools where seventy-three minority teachers were assigned. Thirteen schools had no minority teachers on their staffs.

Through the use of recruiting techniques, training programs, community relations efforts, advertising and visitations, the number of minority teachers has risen.

Due to established civil rights practices, statistics regarding the racial and sex composition of all personnel employed by the Board of Education were not maintained regularly. A report submitted to the Superintendent in September 1971 listed the following employee statistics:

	Total Employees	Black	Spanish Surnamed
City Budget and Special Funds	2,265	457	38

Of the 457 Black employees, 291 were in the professional category and 166 were non-professional employees. Of the 38 Spanish surnamed employees, 15 were professional and 23 were non-professional.

Statistics regarding the racial and sex composition of all personnel employed by the Board of Education are now available, especially in view of the fact that such statistics are regularly kept and are periodically reported to the federal government on EEOC-5 forms.

RESPONSIBILITY FOR IMPLEMENTATION OF AN AFFIRMATIVE ACTION POLICY

The Board of Education has the overall responsibility for the New Haven Public Schools' equal employment opportunity policy. The Superintendent is specifically delegated responsilility for administration of the policy and the Affirmative Action Program. The Executive Assistant to the Superintendent has the responsibility for

III. PIAN OF ACTION

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ensuring that necessary action is taken by all departments to achieve equal employment opportunity objectives for the school system. These responsibilities include, but are not limited to:

1. Developing the Affirmative Action Program and policy.
2. Ensuring that policies regarding equal employment opportunities are communicated to all departments within the school system.
3. Monitoring performance through audits and reporting systems to assure effectiveness.
4. Ensuring that hiring, promotion, and salary administration practices are fair and fully consistent with the school system's policy.
5. Identifying problem areas and establishing programs to aid in problem solving.

The Assistant Superintendent-Business, Assistant Superintendent-Administration, Assistant Superintendent-Instruction and the Staff Engineer are responsible for assuring that compliance is met within their respective areas.

It shall be the responsibliity of the Assistant Superintendent-Business to encourage business firms owned and controlled by persons from underutilized groups to submit bids for various contracts. The Staff Engineer is the Contract Compliance Officer for the Board of Education for all construction work. The Assistant Superintendent-Business and the Staff Engineer are responsible for making certain that all individuals and firms holding contracts with the Board of Education have developed affirmative action programs and have complied with all equal employment regulations.

The Director of Personnel shall be responsible for writing, amending and updating the Affirmative Action document, together with supporting data. He/she shall have sufficient staff to support all assigned affirmative action duties. The Director of Personnel shall advise the Executive Assistant to the Superintendent and Administrative staff about local problems and propose corrective action.

The Director of Personnel is personally responsible for conducting quarterly compliance reviews. These compliance reviews will identify local problems, describe in detail the nature of the problem, and make recommendations to solve problems and achieve compliance. Recommendations concerning training programs to upgrade members of underutilized to be eligible for promotions are to be made to the Director of Personnel and Coordinator of Staff Development. The compliance review report is submitted directly to the Executive Assistant to the Superintendent who will take corrective action where necessary.

A record of the quarterly review of the affirmative action efforts and progress prepared by the Director of Personnel will be available for inspection by governmental compliance agency representatives.

The Executive Assistant to the Superintendent is to receive any complaints from Federal or State agencies regarding equal employment opportuntites. He/she will conduct necessary investigations and make recommendations which are to be forwarded to the Superintendent for action.

PLAN OF ACTION

The New Haven Public School System views the Affirmative Action Program as a result-oriented program designed to enhance the opportunities of minority and women employees. The ultimate success of this undertaking depends on the policy discussions which are Board of Education responsibilities and the efforts of staff who are in key roles to enlist adherence to the Board commitment.

IV. UTILIZATION AND WORK FORCE ANALYSES

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The following steps are to be taken:

— A permanent Affirmative Action Policy Committee shall be appointed by the Board of Education and the Superintendent.

-- The Committee shall meet bi-monthly. Minutes of the meetings are to be maintained.

-- The Committee shall review and recommend corrective action regarding Affirmative Action guidelines of the following personnel procedures--job descriptions, application forms, interview procedures, tests, test administration, referral procedure and final selection process.

-- The Committee will work and cooperate with governmental agencies and private and community groups which have equal employment opportunity objectives in fostering our mutual commitment.

-- For the purpose of maintaining records and establishing goals, job classifications will be established. Each classification should have sufficient positions in order to provide equal employment opportunities relating to vacancies and promotions. For each of these classifications, a realistic goal--the percentage which would approximate the proper utilization of women and minorities in that classification--will be established. In establishing goals, the Committee will review various labor market area data to include statistics from the Connecticut Labor Department and other labor market statistics which realistically reflect the labor area from which the New Haven Board of Education secures its employees.

LABOR FORCE

The following is an analysis of the New Haven Board of Education's personnel utilization (job classifications- of the labor force. Eight personnel utilization groupings (job classifications) have been established as the first step in the Affirmative Action Program.

PERSONNEL UTILIZATION - AFFIRMATIVE ACTION PROGRAM

1. ADMINISTRATORS (Officers) - Superintendent, Assistant Superintendents, Executive Assistant to the Superintendent, and Directors.

2. ADMINISTRATORS (12 Months) - Supervisors, Coordinators, Principals, and Assistant Principals.

3. ADMINISTRATORS (10 Months) - Principals, Assistant Principals, Supervisors, Assistant Supervisors and Coordinators, Head Counselors, House Masters, and Department Heads.

4. TEACHERS -- Teachers and Specialists.

5. PARA-PROFESSIONALS - Family Advocates, Parent Advisors, Outreach Workers, Community Relations Workers, and Aides.

6. CLERKS - Clerk-Stenographer 2, Clerk-Stenographer 1, Clerk-Typist 2, Clerk-Typist 1, and Account Clerk 1.

7. CUSTODIAL - Maintenance

CUSTODIAL - District Foremen, Chief Engineers, Assistant Engineers,

V. GOALS AND TIMETABLES

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Crew Leaders, Head Custodians, Assistant Custodians, Matrons, Utility Men, and Drivers.

MAINTENANCE - Supervisors, Foremen, Carpenters, Painters, Plumbers, Steamfitters, and Electricians.

8. CAFETERIA - Managers, Cooks, and General Workers.

GOALS AND TIMETABLES

The New Haven Board of Education's Affirmative Action Committee will establish goals and timetables to rectify underutilization of minorities and women. Clearly, this is the heart of the Affirmative Action Program. Goals which are established should be significant, measurable and attainable given the commitment of each department and its good faith efforts. The internal workforce utilization analysis and the analysis of the relevant external labor area provide the basic data on which golas and timetables are formulated. The following are the parameters for goal and timetable determination:

1. Goals and timetables will be determined for women and minorities separately.

2. In establishing timetables to meet goals, each job classification will consider the anticipated expansion, contraction and turnover of its workforce.

3. Specific goals and timetables for women and minorities will be established for each category of employment (e.g. administrators, teachers, paraprofessionals, clerks, etc.)

4. The nature of the goals and timetables established are a function of:

   a. The degree of underutilization within the specified job classification.

   b. The scope of the relevant work area recruited from.

   c. The availability of qualified or qualifiable minorities and women in the relevant work area.

   d. The number of job openings available, which is determined by turnover, expansion, etc.

   e. The commitment of the various departments to correct underutilization of minorities and women.

5. The goals for the New Haven Public Schools will be to periodically re-evaluate its utilization of groups in their relationships to the pool of qualified minority persons in the labor market to insure that under-utilization will not occur. This will involve upgrading goals to meet the needs of the labor market as it changes.

The Connecticut State Labor Department was contacted by the Affirmative Action committee to determine the New Haven Labor Market Area. The following is a quote from Manpower Information for Affirmative Action Programs 1973 from the Connecticut State Labor Department on the New Haven Labor Market Area:

"The New Haven labor market area includes the city of New Haven, and the surrounding towns of Bethany, Branford, East Haven, Guilford, Hamden, Madison, North Branford, North Haven, Orange, West Haven and Woodbridge. The population of this 293 square mile area was estimated at 368,300 in mid-1973 compared with 365,306 during the 1970 census. Nearly 14 per cent of the area's residents are minority group members.

Most local employers usually recruit their workers, and most New Haven workers or jobseekers are usually employed, within the labor market area. However, the labor market for professional and managerial positions and for some blue collar shortage occupations is much broader geographically, with recruitment often conducted on a Statewide, region-wide, or nationwide basis. For such positions, manpower resources in nearby areas should also be considered in setting Affirmative Action Program goals."

The statistical data from the Labor Department on the New Haven area labor market was applied to the formula taken from the Danfort Manual on EEO.

$$\frac{\text{Minority Population}}{\text{Total Population}} \times \frac{\text{Male or Female Labor Force}}{\text{Total Minority Labor Force}}$$

The following are the parity percentages of the New Haven Labor Market Area Civilian Labor Force:

Table 1

Blacks	Labor Market Area	Totals
Males	6%	
Females	5.3%	11.3%
Spanish Lanugage		
Males	1.2%	
Females	.6%	1.8%
Total		13.1%

The committee, after analyzing the parity percentages of the New Haven labor market area, decided to look at the labor force of the City of New Haven using the formula from the Danfort Manual.

The following are the parity percentages of the City of New Haven civilian labor force:

Table 2

Blacks	City Labor Force	Totals
Males	13.9%	
Females	12.4%	26.3%
Spanish Language		
Males	2.5%	
Females	1.1%	3.6%
Other Minority		.5%
Total		30.4%

The committee, after analyzing the New Haven City parity percentages, realized that neither the New Haven Labor Market Area Civilian Labor Force or City of New Haven Labor Force was reflective of the labor force of the New Haven Board of Education. An alternate plan was devised by the committee whereby the average of the New Haven Labor Area Civilian Labor Force and City of New Haven Labor Force would be used to determine the parity percentages.

The following are the parity percentages of the averages of the two labor markets, New Haven Labor Area and City of New Haven Labor Force:

Table 3

Blacks		
Males	9.95%	
Females	8.85%	18.8%
Spanish		
Males	1.85%	
Females	.85%	2.7%
Other Minority		.5%
Total		22%

The committee analyzed the three tables, took into consideration the Connecticut State Labor Department Manpower Information for Affirmative Action Programs and applied the parity percentages as follows:

The average of the two Civilian Labor Forces, New Haven Labor Market Area and City of New Haven Labor Force, Table 3, to the following Personnel Utilization Groups:

GROUP 1 Administrators (Officers)

GROUP 2 Administrators (12 months)

GROUP 3 Administrators (10 months)

GROUP 4 Teachers

GROUP 6 Clerks

GROUP 7 Custodial-Maintenance

GROUP 8 Cafeteria

Table 2 - The parity percentages for the New Haven City Labor Force was applied to Group 5 Para-Professionals to preserve community representation in this group.

A. GROUP 1 - ADMINISTRATORS (OFFICERS)

Guidelines

First priority should be placed on hiring a white female, since there is an under-utilization by four (4) of white females in this group.

See Appendix A - Job Classification - Administrators (Officers) Group 1 for one-

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year goal, five-year goal and projected openings.

B. GROUP 2 - ADMINISTRATORS (12 MONTHS)

Guidelines

First priority should be placed on hiring a black female since there is an underutilization by three (3) of black females in this group. Second priority should be on hiring a white female or a Spanish-Surnamed male, since white females are underutilized by thirteen (13) and Spanish-Surnamed persons by one (1).

The committee has balanced the underutilization of white females as a group against the overutilization of whites in general to give priority to the black female.

See Appendix A - Job Classification - Administrators (12 Months) Group 2 for one-year goal, five-year goal and projected openings.

C. GROUP 3 - ADMINISTRATORS (10 Months)

Guidelines

First priority should be placed on hiring black and Spanish-Surnamed females, since these groups are underutilized by three (3) and one (1), respectively. Second priority should be on hiring a white female for this group is underutilized by five (5). Third priority should be placed on hiring a Spanish-Surnamed male, since this group is underutilized by one (1).

See Appendix A - Job Classification - Administrators (10 Months) Group 3 for one-year goal, five-year goal and projected openings.

D. GROUP 4 - TEACHERS

Guidelines

First priority should be placed on hiring a black male, since this group is underutilized by seventy-six (76). Priority should then be on hiring males in this designated order: White and Spanish-Surnamed; these groups are underutilized by 238 and eighteen (18), respectively.

If qualified males are not available, priority should then be placed on hiring Spanish-Surnamed females or black females, since these groups are not as overutilized as white females.

See Appendix A - Job Classification - Teachers Group 4 for one-year goal, five-year goal and projected openings.

E. GROUP 5 - PARA-PROFESSIONALS

Guidelines

First priority should be placed on hiring males who are greatly underutilized as a group. Priority should be on hiring males in this designated order: white, black, Spanish-Surnamed. Priority has been given to the City Labor Force in determining underutilization to preserve community representation in the para-professional group.

See Appendix A - Job Classification - Para-Professionals Group 5 for one-year goal, five-year goal and projected openings.

VI. PROGRAMS TO ATTAIN GOALS

F. GROUP 6 - CLERKS

Guidelines

First priority should be placed on hiring a black male, since this group is underutilized by thirteen (13). Priority should then be placed on hiring Spanish-Surnamed males and white males; these groups are underutilized by three (3) and sixty-five (65), respectively. The committee recommends hiring males over females because males, in general, are underutilized in this personnel grouping.

See Appendix A - Job Classification - Clerks Group 6 for one-year goal, five-year goal and projected openings.

G. GROUP 7 - CUSTODIAL-MAINTENANCE

Guidelines

First priority should be placed on hiring black and Spanish-Surnamed females, since these groups are underutilized by twenty-one (21) and two (2), respectively. Priority should then be placed on hiring black and Spanish-Surnamed males and while females who are underutilized by sixteen (16), four (4) and fifty-five (55), respectively.

The committee recommends hiring females over males because the former are seriously underutilized and the latter are not. White females are given lower priority than other groups because whites, as a whole, are overutilized in this personnel grouping.

See Appendix A - Job Classification - Custodial-Maintenance Group 7 for one-year goal, five-year goal and projected openings.

H. GROUP 8 - CAFETERIA WORKERS

Guidelines

First priority should be placed on hiring black or Spanish-Surnamed males, since these groups are underutilized by ten (10) and two (2), respectively. Priority should then be placed on white males and Spanish-Surnamed females for these groups are underutilized by forty-five (45) and one (1), respectively. White males are given a lower priority than groups with similar numerical underutilization because whites, as a whole, are overutilized in this personnel utilization grouping.

See Appendix A - Job Classification - Cafeteria Group 8 for one-year goal, five-year goal, and projected openings.

PROGRAMS TO ATTAIN GOALS

The New Haven Public School System needs good, qualified minority representation on its staff. Therefore, achievement of a labor market precentage (goal) will not be an end in itself. We will still actively recruit, hire and promote personnel from minority groups. It is recommended that recruiting, hiring and promotion reflect growth in the percentage rate. This would insure that the rate would not decline due to retirements or resignations within a particular personnel utilization grouping. In areas of personnel utilization which show deficiencies (personnel utilization percentage for the New Haven Board of Education is less than labor market percentage), remedial action will be taken in recruiting, hiring, counseling and promotion to insure achievement of the short-term goal.

	RESPONSIBILITY
1. Recruitment and Placement--In order for the New Haven Public Schools to achieve total Affirmative Action in Equal Employment Opportunity, special effort will be made to structure and implement on a continuous basis--programs designed to recruit, select, place and train, if necessary, qualified and qualifiable minority and women (men) administrators, teachers and other staff. These will include:	Personnel Director
a. A statement of recruitment procedures used--available to staff and others.	" "
b. College interviewing. (Jan.-May)	" "
c. Advertising in newspapers and Education Journals. (Jan. - June)	" "
d. Addressing civic groups. (Sept.-June)	" "
e. Soliciting assistance from interested citizen groups. (Sept.-June)	" "
f. Participation in Operation Native Son and Daughter. (Dec.)	" "
g. Encouraging high school seniors to prepare for teaching as a career. (Career Days On Going)	" "
h. Encouraging staff members to assist in recruitment--orient and train each recruiter. (On Going)	" "
i. Mailing of recruitment literature to college placement offices, fraternities, and sororities. (Jan.-June)	" "
j. Include minority group and female representation in recruitment activities. (Jan.-June)	" "
k. Mailing recruitment literature to employment agencies. (Jan.-June)	" "
l. Working cooperatively with local teacher organizations. (On Going)	" "
m. Speaking to junior and senior college student groups, majoring in education	" "

PROGRAMS TO ATTAIN GOALS (Continued)	RESPONSIBILITY
n. In-service programs for new teachers to assist them in developing techniques for teaching in an urban school setting. (August)	Personnel Director and Coordinator of Staff Development
o. Securing apartments for new teachers.	Personnel Director
p. Providing financial assistance to new teachers.	" "
q. Encouraging local newspapers to run feature stories on various aspects of the recruitment program.	" "
r. Visitors day for potential teachers.	" "
s. Brief new employees on Affirmative Action Plan. (When Hired)	" "
t. Determine needs of applicants and employees for job security and so advise.	" "
u. Communicate promotional opportunities and qualifications to employees.	" "
v. Assure that all placement actions are made in accordance with Affirmative Action Plan.	" "
2. Applicant flow data	Personnel Director
3. Promotion and transfer data	Personnel Director
4. Termination data	Personnel Director
5. Training Activity	Personnel Director and Coordinator of Staff Development
6. The Equal Opportunity Clause included in all purchases, orders, leases and contracts.	Assistant Superintendent-Business and Staff Engineer
7. Written notification of the Equal Opportunity Policy sent to all contractors, vendors and suppliers.	" "
8. A nondiscrimination clause included in all union agreements and a review of all contractual provisions to ensure that they are nondiscriminatory.	" "
9. Representatives for the Board meet with union officials to inform them of policy and request their cooperation.	Assistant Superintendent-Business and Staff Engineer
10. No contract issued to any contractor whose affirmative action plan, including its goals and timetables, is not acceptable to the Board and in compliance with the New Haven Plan, or in compliance with the Bid Conditions of the U.S. Labor Department.	" "

PROGRAMS TO ATTAIN GOALS (Continued)	RESPONSIBILITY
11. Minority businesses that can provide goods and services to the New Haven Public School System be sought out in the contracting for such goods and services.	Assistant Superintendent-Business and Staff Engineer
12. Develop and provide for seminars and meetings to inform staff and community re Affirmative Action Plan.	Personnel Director
13. Maintain communications with the City Civil Service Department regarding modification of qualifications and examination procedures whenever they inhibit Affirmative Action objectives unnecessarily.	Affirmative Action Plan Committee
14. Establish and maintain a system for program evaluation and reports--quarterly narrative and statistical progress reports submitted to Executive Assistant to the Superintendent.	Assistant Superintendents and Staff Engineer
15. Review and evaluate progress of departmental action plans with department heads periodically.	Executive Assistant to the Superintendent and Personnel Director

VII. APPENDIX A

APPENDIX A

Attached as pages one (1) through eight (8) are worksheets for establishing goals for each job classification. A brief explanation of the data on those sheets follows.

"Parity figures" are the numbers which would be recommended to be employed in each race/sex category by applying the "parity percentages" of line four (4) to the toal number employed in the job classification.

VIII. EXHIBITS (Intermediate Goals and Timetables)

BOARD OF EDUCATION GOALS & TIMETABLES

JOB CLASSIFICATION: Aministrators - Officers - Group 1

DATE: November, 1974

TOTAL EMPLOYEES: 14

				MALE					FEMALE				
	Total	M	F	C	B	SSA	A.I. M&F	O M&F	C	B	SSA	A.I.	O
CURRENT FIGURES	14	13	1	12	1					1			
CURRENT PERCENTAGES		92.9	7.1	85.8	7.1					7.1			
PARITY FIGURES				7	1	0	0	0	4	1	0		
PARITY PERCENTAGES				47.2	9.95	1.85	.01	.04	31.25	8.85	.85		
UNDERUTILIZATION		(5)	4	(5)	0	0	0	0	4	0	0		
ONE-YEAR GOAL			1						1				
FIVE-YEAR GOAL			4						4				
* PROJECTED OPENINGS	0												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental

BOARD OF EDUCATION GOALS & TIMETABLES

JOB CLASSIFICATION: Administrators - 12 months - Group 2

DATE: November, 1974

TOTAL EMPLOYEES: 53

				MALE					FEMALE				
	Total	M	F	C	B	SSA	A.I. M&F	O M&F	C	B	SSA	A.I.	O
CURRENT FIGURES	53	47	6	37	10				4	2			
CURRENT PERCENTAGES		88.7	11.3	69.8	18.9				7.5	3.8			
PARITY FIGURES				25	5	1	0	0	17	5	0		
PARITY PERCENTAGES				47.2	9.95	1.85	.01	.04	31.25	8.85	.85		
UNDERUTILIZATION		(16)	16	(12)	(5)	1	0	0	13	3	0		
ONE-YEAR GOAL			2						1	1			
FIVE-YEAR GOAL		1	16			1			13	3			
* PROJECTED OPENINGS	2												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental

BOARD OF EDUCATION GOALS & TIMETABLES

JOB CLASSIFICATION: Administrators - 10 Months - Group 3

DATE: November, 1974

TOTAL EMPLOYEES: 88

	Total	M	F	MALE C	MALE B	MALE SSA	MALE A.I. M&F	MALE O M&F	FEMALE C	FEMALE B	FEMALE SSA	FEMALE A.I.	FEMALE O
CURRENT FIGURES	88	60	28	49	10	1			23	5			
CURRENT PERCENTAGES		68.2	31.8	55.7	11.4	1.1			26.1	5.7			
PARITY FIGURES				42	9	2	0	0	28	8	1		
PARITY PERCENTAGES				47.2	9.95	1.85	.01	.04	31.25	8.85	.85		
UNDERUTILIZATION		(7)	9	(7)	(1)	1			5	3	1		
ONE-YEAR GOAL		1	5			1			2	2	1		
FIVE-YEAR GOAL		1	9			1			5	3	1		
* PROJECTED OPENINGS	7												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental

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BOARD OF EDUCATION GOALS & TIMETABLES

JOB CLASSIFICATION: Teachers - Group 4

DATE: November, 1974

TOTAL EMPLOYEES: 1386

				MALE					FEMALE				
	Total	M	F	C	B	SSA	A.I. M&F	O M&F	C	B	SSA	A.I.	O
CURRENT FIGURES	1386	486	900	416	62	8		1	658	219	22		
CURRENT PERCENTAGES		35.1	64.9	30.0	4.5	.6		.1	47.4	15.8	1.6		
PARITY FIGURES				654	138	26		1	433	123	12		
PARITY PERCENTAGES				47.2	9.95	1.85	.01	.04	31.25	8.85	.85		
UNDERUTILIZATION		332	(331)	238	76	18			(225)	(96)	(10)		
ONE-YEAR GOAL		166		119	38	9							
FIVE-YEAR GOAL		332		238	76	18							
* PROJECTED OPENINGS	166												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental

BOARD OF EDUCATION GOALS & TIMETABLES

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JOB CLASSIFICATION: Paraprofessionals - Group 5

DATE: November, 1974

TOTAL EMPLOYEES: 285

				MALE					FEMALE				
	Total	M	F	C	B	SSA	A.I. M&F	O M&F	C	B	SSA	A.I.	O
CURRENT FIGURES	285	34	251	17	17			1	84	139	27		
CURRENT PERCENTAGES		11.9	88.1	5.9	5.9			.4	29.5	48.8	9.5		
PARITY FIGURES				116	40	7	0	1	82	35	3		
PARITY PERCENTAGES				40.9	13.9	2.5	.1	.5	28.6	12.4	1.1		
UNDERUTILIZATION		129	(130)	99	23	7			(2)	(104)	(24)		
ONE-YEAR GOAL		61		48	10	3							
FIVE-YEAR GOAL		129		99	23	7							
* PROJECTED OPENINGS	61												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental

BOARD OF EDUCATION GOALS & TIMETABLES

JOB CLASSIFICATION: Clerks - Group 6

DATE: November, 1974

TOTAL EMPLOYEES: 138

				MALE					FEMALE				
	Total	M	F	C	B	SSA	A.I. M&F	O M&F	C	B	SSA	A.I.	O
CURRENT FIGURES	138	1	137		1				113	21	3		
CURRENT PERCENTAGES		.7	99.3		.7				81.9	15.2	2.2		
PARITY FIGURES				65	14	3			43	12	1		
PARITY PERCENTAGES				47.2	9.95	1.85	.01	.04	31.25	8.85	.85		
UNDERUTILIZATION		81	(81)	65	13	3			(70)	(9)	(2)		
ONE-YEAR GOAL		16		10	5	1							
FIVE-YEAR GOAL		81		65	13	3							
* PROJECTED OPENINGS	18												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental

BOARD OF EDUCATION GOALS & TIMETABLES

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JOB CLASSIFICATION: Custodial-Maintenance- Group 7

DATE: November, 1974

TOTAL EMPLOYEES: 240

	Total	MALE							FEMALE				
		M	F	C	B	SSA	A.I. M&F	O M&F	C	B	SSA	A.I.	O
CURRENT FIGURES	240	220	20	212	8				20				
CURRENT PERCENTAGES		91.7	8.3	88.4	3.3				8.3				
PARITY FIGURES				113	24	4			75	21	2		
PARITY PERCENTAGES				47.2	9.95	1.85	.01	.04	31.25	8.85	.85		
UNDERUTILIZATION		(79)	78	(99)	16	4			55	21	2		
ONE-YEAR GOAL		2	4		2				2	2			
FIVE-YEAR GOAL		20	78		16	4			55	21	2		
* PROJECTED OPENINGS	6												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental

BOARD OF EDUCATION GOALS & TIMETABLES

JOB CLASSIFICATION: Cafeteria - Group 8

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DATE: November, 1974

TOTAL EMPLOYEES: 98

	Total	M	F	MALE C	MALE B	MALE SSA	MALE A.I. M&F	MALE O M&F	FEMALE C	FEMALE B	FEMALE SSA	FEMALE A.I.	FEMALE O
CURRENT FIGURES	98	1	97	1					86	11			
CURRENT PERCENTAGES		1.0	99.0	1.0					87.8	11.2			
PARITY FIGURES				46	10	2			31	9	1		
PARITY PERCENTAGES				47.2	9.95	1.85	.01	.04	31.25	8.85	.85		
UNDERUTILIZATION		57	(56)	45	10	2			(55)	(2)	1		
ONE-YEAR GOAL		5		1	2	2							
FIVE-YEAR GOAL		57	1	45	10	2					1		
* PROJECTED OPENINGS	5												

* Based on last 12 months

Key: M=Male, F=Female, C=Caucasian, B=Black, SSA=Spanish-Surnamed Amer., A.I.=Amer. Ind., O=Oriental